



LOCHINVER HOUSE

Sex and Relationships Education (SRE) Policy

Sex and relationships education (SRE) is learning about sex, emotions, relationships, sexual health and 'ourselves'.

In school settings the law relating to SRE is contained in the Education Act (1996) and the Learning Skills Act (2000). Every school has a statutory responsibility to take account of the guidance, which requires that SRE be provided.

The biological content of SRE is taught as part of the statutory National Science Curriculum. We are building on this by providing the SRE that the DfE recommends as best practice in the PSHEE non-statutory framework.

Lessons on relationships also occurs in other PSHEE lessons, English and RS through planned lessons in the curriculum as well as through wider school activities such as assemblies, the Anti-bullying Council (ABC) and the School Council where children are able to develop their ideas, knowledge and skills appropriately.

It is important to remember that SRE does not only focus on sex, but more so is about emotions and responsible relationships based on trust and respect. Pupils are taught these aspects through many PSHEE topics.

Specific SRE sessions

As part of our PSHEE we show a short BBC video 'Growing Up' to Year 6 pupils, this is followed by discussion. It takes place during the Summer Term.

Pupils are asked for their evaluation and feedback after the video and discussions. The video is appropriate for the age group and is divided into three sections:

What's happening to me?

- Looking after myself and keeping healthy
- Understanding physical changes in both sexes at puberty
- Coping with physical change during puberty
- Reasons for physical changes at puberty

How am I behaving?

- Understanding feelings and moods during puberty
- Learning to cope with changes in relationships as a result of puberty
- Communicating with others during puberty

How are other people behaving?

- Looking after myself in relationships
- Communication in relationships
- Beyond gender stereotypes



In Year 8, a Sexual Health Nurse is invited to come and talk with the pupils. Areas that are covered are:

- What is consensual sex
- When is the right time to have a consensual sexual relationship
- Who should we talk to about our relationships
- What happens in a sexual relationship
- Keeping ourselves and our partner safe
- What is morally right
- Misconceptions and facts

SRE is a sensitive subject area that is treated as such.

Parents and carers are informed prior to the specific SRE sessions. If for some reason they wish for their son to be excluded from this topic they are asked to let the School know.

All teachers and other staff members who teach / support SRE will have access to relevant training and resources. We provide pupils with the opportunity to have their questions answered in a safe, secure environment. Staff will respond to these questions in a way that is age and stage appropriate and will consult with the Headmaster if guidance is required on how to respond to a particular question. Confidentiality cannot be guaranteed and any safeguarding issues or concerns that may be raised should be reported.

Dealing with issues as they arise:

Handling 'controversial' issues

SRE has become a political issue in recent years and many people see it as controversial. Such issues have included contraception, HIV/AIDS, abortion and homosexuality. Teachers have a lot to offer here. For many young people, school may be the only safe place where these topics can be discussed and impartial information can be accessed.

Family life / home life

SRE Guidance 2000 stresses the need for the value of family life to be emphasised in SRE.

Do we sometimes have too limited a view of what a family is and what family life entails (for example father, mother and 2.4 children)?

The experience of family life is diverse. Remember that there will be a broad range of experiences for young people, including single-parent families; recently divorced parents; parents who have non-monogamous relationships; lesbian, gay or bisexual parents; living between two homes; foster homes; young people in residential homes; living with relations other than biological parents.

Religious and cultural beliefs

Different religions and cultures have their own views – however it is a mistake to assume that all members of a particular religious, ethnic or cultural group will have the same beliefs. The best advice is not to make any assumptions. Talk to the group you are working with and find out where they stand, what their needs are, what constraints they are under and how best to work with them.

Family Planning

The SRE Guidance 2000 makes it clear that it is not your role as a teacher to give advice to individual students about contraception and abortion. You can however give them information (even to those under 16) to find a local Family Planning Clinic where appropriate advice will be given. Your role is to discuss and develop learning opportunities about contraception with the whole class or with groups.



Homosexuality

Section 28 of the 1988 Local Government Act has been repealed. It no longer exists, but did not in any case apply to schools. It is permissible to discuss different sexual orientation and sexualities but not to promote any in particular. About 6% of the population is gay. Assuming all the young people you work with are currently heterosexual, or will remain so, is unrealistic. The SRE Guidance 2000 recognises that all young people, whatever their sexual orientation, have an entitlement to good and relevant SRE. We all need to be prepared to live and work in harmony with people who are gay, lesbian or bisexual, whatever our own sexuality.

Sexual experience of young people

The sexual experiences of young people of the same age are likely to be diverse and varied. We need to remember to act in ways that will not stigmatise or alienate young people.

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Policy linked to: PSHEE, British Citizenship and Careers Policy, Learning Support Policy, Anti-bullying Policy, Equal Opportunities for Pupils Policy, Curriculum Policy.

